

Double Degree:	Two certificates
Joint Degree:	One certificate

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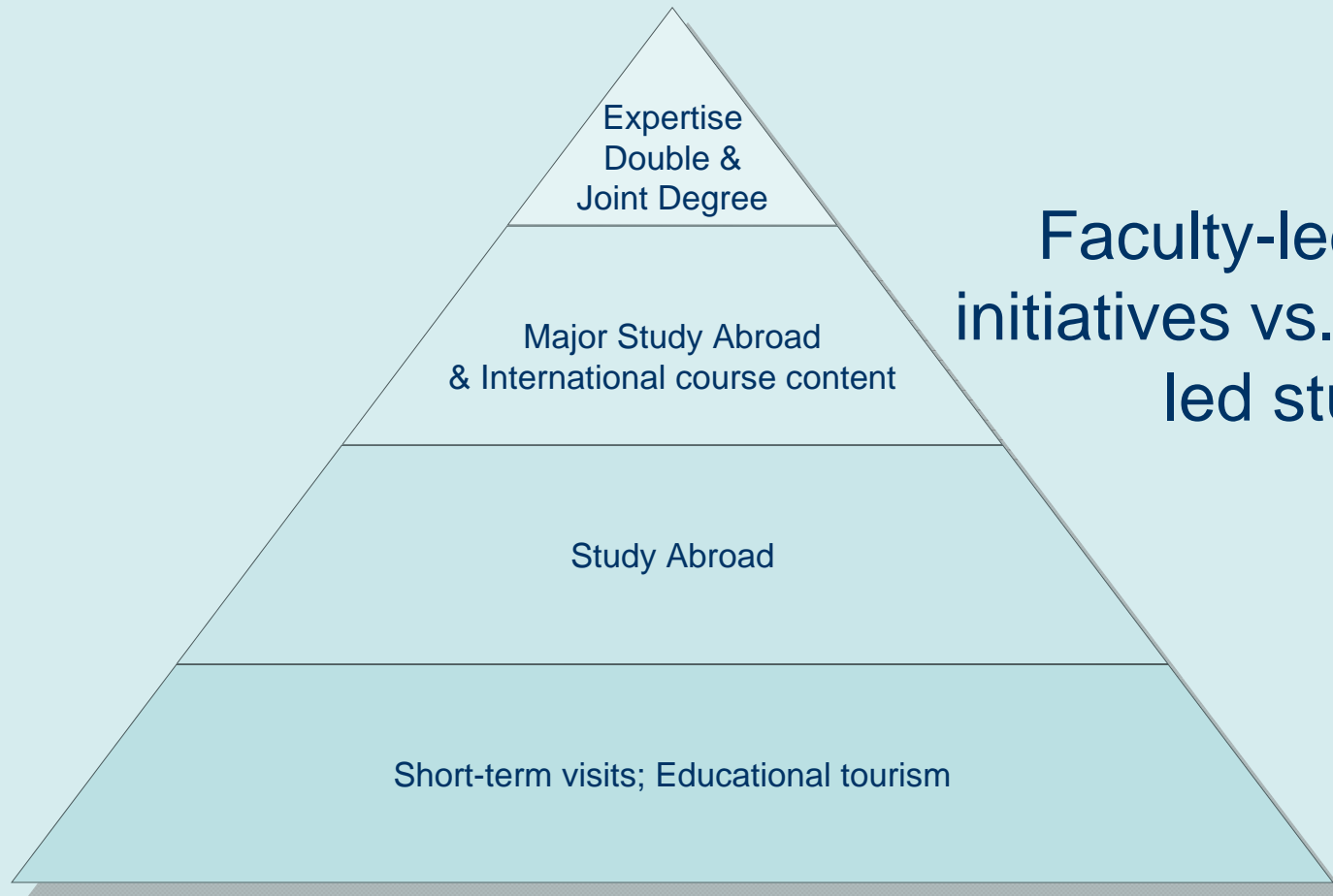
Curricular integration of course content & methodology.

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Additional curricular content dealing with the international dimension, namely:

- Language
- Cultural / area studies content
- Subject-specific additional content with regard to partner institution's input

# Layers of program delivery



**Faculty-led curricular  
initiatives vs. institution-  
led study abroad  
initiatives**

*Source: Linda Gerber, University of Texas, Austin - McCombs School of Business*

European Commission's initiatives in late 1970s / early 1980s:

- Integration of higher education systems in Europe
- “Joint Study Programs”
- ERASMUS

Late 1990s / early 2000s: programs outside the EU begin to develop

- Transatlantic joint and double-degrees
- Explore potential, promote idea, work toward political and financial support
- Four workshops:
  - Engineering: Chicago, June 2006
  - Business & Economics: Tampa, April 2007
  - Social Sciences, Humanities: Toronto, Sept. 2007
  - Law: Berlin, May 2008

## International curricular integration

(many possible ways)

 can lead to Double / Joint Degrees

- 320 questionnaires sent
- 103 questionnaires received
- of which:
  - 37 universities
  - 40 universities of applied science
  - 26 other hei

Low level of activity, but openness and active interest:

- 13 hei running a TDP
- 39 programs
- 3 hei offer double degree and joint degree
- 8 hei only double degree
- 2 hei only joint degree

# Type of program & level of study

	Double Degree	Joint Degree
Universities	4	2
Universities of applied science	7	3
	Grad level TDP	UG level TDP
Universities	8	2
Universities of applied science	7 dd 2 jd	7dd 5 jd



# Fields of Study & Countries

- Engineering: 9 out of 12 jdp
  - Business Studies: 13 out of 17 ddp
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- Universities broader range of fields of study
  - Universities of applied sciences all programs in either Engineering or Business Studies
  - Only one program (JD) with Canadian partners; all others with US partners
  - Almost exclusively public universities in US

## Perceived factors for failure/success:

1 = not at all important  
5 = very important

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- Interest/commitment of students: 4.50
  - Interest/commitment of faculty: 4.49
  - Acceptance with N. American accreditation bodies: 4.11
  - Availability of financial support for German students: 3.92
  - Availability of financial support towards operating cost of program: 3.90
  - Acceptance with German accreditation bodies: 3.79
  - Availability of support for North American students: 3.76
  - Positive feedback from employers: 3.73
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- Most programs date back to late 1990s / early 2000s
- Only 3 hei report failed attempts of developing TDPs (all in Business Studies)
  - Reasons: change of people; lack of interest among students in North American side
- 22 hei (10 universities, 11 universities of applied science) indicate they are considering setting-up a TDP
- 6 hei are involved in specific plans for TDP
- 19 hei are generally interested in, though not actively considering, TDPs

## For students:

- Enhanced international experience (intercultural competences and language)
- Discipline specific international content
- Broader labour market access
- Employability (long term career impact)

## For Institutions:

- Expansion of study abroad by way of structured and integrated study (and work experience abroad)
- Internationalization of curricula (also to the benefit of home institution students)
- Expansion of curricular options (pooling of resources)
- Contribution to strategic partnerships
- Expression of institutional ambition to be a “global player”
- International student recruitment

## For the Society:

- Creating a more open world of higher education (on the basis of public / not-for-profit institutions)
- Improving quality of higher education
- Educating global citizens (paradigmatic value of the experience of one other cultural environment)